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A "CORRESPONDENCE-TUTORIAL" METHOD OF TEACHING FRESHMAN-COLLEGE COMPOSITION.

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ALTERNATIVES TO THE TRADITIONAL METHOD OF TEACHING FRESHMAN COLLEGE COMPOSITION IN A LARGE UNIVERSITY WERE TESTED IN A 4-YEAR STUDY. THIS PILOT PROJECT EXPLORED THE FEASIBILITY OF COMBINING CORRESPONDENCE METHODS WITH RESIDENT COURSES IN FRESHMAN COMPOSITION AS A MEANS OF HANDLING PROJECTED INCREASES IN ENROLLMENT AT THE COLLEGE-FRESHMAN LEVEL. THIS USE OF THE CORRESPONDENCE-TUTORIAL METHOD WAS SELECTED FOR STUDY BECAUSE IT OFFERED PROMISE OF CHALLENGING, FLEXIBLE INSTRUCTION FOR LARGE GROUPS OF STUDENTS, OF EFFECTING SAVINGS OF SPACE, AND OF USING COMMUNITY TALENT AS LAY-READERS OF THEMES. THE EXPERIMENTAL GROUP IN THE CORRESPONDENCE-TUTORIAL COURSE ATTENDED ONE PROFESSOR-TAUGHT, EVENING SESSION PER WEEK. A TRADITIONAL-CONTROL GROUP WAS FORMED FROM STUDENTS IN THE REGULAR FRESHMAN COMPOSITION COURSE, AND AN EXEMPT-CONTROL GROUP WAS MADE UP OF STUDENTS EXCUSED FROM FIRST-SEMESTER COMPOSITION REQUIREMENTS. TESTS WERE ADMINISTERED TO THE THREE GROUPS AT THE BEGINNING AND END OF THE SEMESTER, AND PAPERS FROM THE GROUPS WERE EVALUATED AND COMPARED. FROM THE RESULTS, THE INVESTIGATOR CONCLUDED (1) THERE WAS NO SIGNIFICANT DIFFERENCE IN THE RESULTS PRODUCED BY THE THREE METHODS AND (2) THE CORRESPONDENCE-TUTORIAL METHOD WAS A FEASIBLE METHOD FOR USE IF INCREASED ENROLLMENTS MADE THE TRADITIONAL METHOD IMPRACTICAL. (AL)

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FINAL REPORT
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April 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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A "Correspondence-Tutorial" Method of Teaching Freshman-College Composition

Project No. 5-0795
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John R. Willingham

April 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

The University of Kansas

Lawrence, Kansas

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Introduction

The purpose of this study is to compare the relative effectiveness of three methods of teaching Freshman Composition, with an emphasis on the feasibility of using a combination of correspondence work and a tutorial as a means of handling projected increases in enrollment at the college-freshman level. To this end, three control groups were organized: (1) the first control group, which may be described as the traditional-control group (English 1 or Y), consisted of classes meeting three hours per week, employing lecture-discussion methods, though with the teachers organized in a variant on the team-teaching method in order to obtain uniformity in grading and standards throughout multiple sections; (2) the second control group, designated as the exempt-control group (1x or X), consisted of students whose first-semester Freshman Composition requirement was postponed; (3) the third group, the experimental group ("correspondence-tutorial," 1c-t, or Z), consisted of students who met with an instructor only once a week, while fulfilling the requirements of the course substantially through enrollment in correspondence studies. The curricula in both the traditional-control and the experimental-control groups were virtually identical.

The chief possible significance of this study to the field of education lies in the area of finding more challenging, flexible, and economical methods for presenting introductory courses in college English to large numbers of students. The successful employment of the "correspondence-tutorial" method for handling large numbers of students in residence points the way to economy in space and in teaching staff, badly needed at this and other institutions in the forthcoming enrollment surge. It might also point the way to breaking the "lockstep" system of rigidly fixed class meetings for Freshman Composition. So far as is known, no other university has yet experimented with the potential of combining correspondence work with work in the university's resident undergraduate program as a means of effecting savings in space and of tapping pools of unused grading talent in the community.

During the period 1960-1962 (under University Research Grant 3613-5038), the English Department at the University of Kansas had engaged in considerable experimentation in a search for better methods for teaching Freshman Composition. The results of this work are embodied in "Freshman English at the University of Kansas: A Progress Report," Kansas Bulletin of Education, XVI (May 1962), 101-106; in an oral report presented by Professor W. P. Albrecht at the National Council of Teachers of English meeting in Philadelphia in the fall of 1961; and in the two reports presented to the College Conference on Composition and Communication by Professor K. S. Rothwell in March 1962 and in April 1963.

The distinctiveness of the project reported here is that it examines the "closed-classroom" concept in an attempt to discover whether the tutorial method, offered mainly through materials developed for correspondence work but with the collaboration of the Department of English, can not only effect savings in space but also utilize talent in the community. The latter part of the scheme involves, of course, a variation on the "lay-reader" plan already successfully employed at the secondary school level.

Method

Procedure. In the fall of 1963, the first year of the study, the three groups for this study were randomly drawn from the entering freshman class. The number of subjects in each of the three groups was approximately 40. The subjects were representative of, specifically, the population of students entering the University of Kansas and, to some extent, all freshmen entering large state universities where admission standards are not severe.

The Freshman Composition course--i.e., traditional-control group of 40 randomly selected students--at the University of Kansas is a program in modern rhetoric, designed to lead the student from the simple to the complex, from the sentence to the paragraph to the whole theme. This program thus emphasizes form rather than content, or the forms of writing rather than ideas or subject matter. During the semester course the students write 10 or 11 themes--one-half of this number at home and the other half in class--on topics suggested by anthologized essays. Each theme is essentially a problem dealing with a certain rhetorical type, such as development of the paragraph by reasons, or overall organization by extended definition. For a breakdown on the course content and writing assignments, see Appendix C.

An exempt-control group of approximately 40 students, randomly selected from the entering freshman class, was excused entirely from Freshman Composition in the first semester. Two experienced graduate-student teachers were chosen as instructors for the two sections and were permitted to teach literary materials of their choice to these students. Thus, those students participating in the exempt-control group received training equivalent to a freshman honors course (structured around such genres or themes as satire, comedy, tragedy, and existentialism), although their placement scores were not in fact high enough to qualify them for an accelerated program.

The experimental-control group, randomly selected from entering

freshmen, was enrolled in English 1c-t, the correspondence equivalent of the resident Freshman Composition course. For this purpose, a correspondence-studies course syllabus was developed (Appendix D). In addition, these students were encouraged to attend a weekly one-hour evening session to discuss the work of the course with a full-time staff member of the English Department. The grading of their papers was carried out by readers specially recruited and trained for this project by the project staff.

In the fall of 1964, the same experimental design was repeated, only this time with approximately 80 students in all three groups. In the fall of 1965, when surging enrollments created shortages in both classroom space and teaching staff, the same procedure was followed with approximately 160 students in each of the three groups. In the fall of 1966, for administrative reasons, the numbers involved had to be altered from the proposed figure of 300 in the traditional-control and experimental-control groups. The experiment concluded with approximately 160 students in the experimental-control and traditional-control groups, and approximately 40 students in the exempt-control group.

In short, the study proposed to test one way of breaking away from a rigid class-meeting structure at a time when classroom space is at a premium. At the same time, it promised by the tutorial device to encourage greater initiative among resident students and to discover whether the teaching of writing can proceed with less class discussion and more time spent in actual composition and with the kind of motivation expected of students in correspondence courses. In this way, the organization of Freshman Composition, now heavily committed to the employment of many teachers who handle small sections, could be redirected theoretically into a fresh and possibly more meaningful pattern.

Objective Tests. During the four years of the project, all students were given the following objective tests: Measurement Test I and Measurement Test II (identical to Measurement Test I).

In the first week of the semester, the first administering of Measurement Test I (Appendix E) took place. This 40-question test, designed to measure students' abilities to discriminate among rhetorical forms and to choose rhetorically effective forms, was the one constant throughout the four years of the study.

In the last week of the semester, the second administering of the Measurement Test occurred in all three groups. As was mentioned above, this test is the one constant of the entire four years, the only objective test which all students in the

four years had in common. The difference between a student's earlier and later scores is a direct, though crude, measure of his progress in the course. The Measurement Test, developed locally in collaboration with the University Guidance Bureau, measured not only ability with simple mechanical skills but also relatively sophisticated rhetorical concepts. Both objective tests and written papers were used to evaluate the students participating in the project.

Written Assignments. During the semester, all the students in the project wrote five themes or essays in class: the Writing Sample, Theme I, Theme II, Theme III, and the Final Examination.

In the first week of the semester, a sample of the students' writing was taken (i.e., the Writing Sample). The Writing Sample instruction sheet (Appendix F) required the students to explain their high school or their high school English training to a student about their own age who lived in another country. In general, the student responded by writing 200 or so words in the 20 minutes allowed for the project. The Writing Sample instructions remained essentially the same throughout the four years of the study.

In the course of the semester, three of the regular in-class themes in the traditional-control group were designated as data, and the other two groups--the experimental-control and the exempt-control--wrote equivalent papers (Appendix G). The assignments were topics suggested by anthologized essays, about which the students were asked to write from 300 to 500 words in 50 minutes. These three themes were spaced throughout the semester, the first coming in approximately the first one-third of the course, the second in the second one-third, and the third in the final one-third of the course. The actual assignments varied slightly within the traditional-control group, though the rhetorical problem or writing assignment was basically the same. These in-class writing assignments moved generally from emphasis on the sentence, to the paragraph, to the problems of overall organization, following the structure of the conventional Freshman English course at the University of Kansas. The assignments used in the traditional-control group provided the basis for the equivalent assignments in the other two groups, though again the actual topics, for practical reasons, varied only slightly, except in the first year of the project, when the topics for the exempt-control group were taken from the literature studied. In the last three years, however, assignments among the three groups may be considered roughly equivalent.

At the end of the semester course, all students in the three

modes took a Final Examination (Appendix H), which consisted of a 350 to 500-word theme based on the reading done in the course. As with the in-class themes, the students were permitted to use their anthologies and dictionaries for the 110-minute examination. The Final Examination topics varied from year to year for obvious reasons.

Methods of Analysis of Written Assignments. All written assignments were prepared for grading by removing the student's name, his group, his original grade, and any prejudicial comments by the original instructor. Each paper was then given a code number which indicated the assignment, the year, the group, and the student. In all, five grading sessions--staffed by qualified graders from the ranks of the assistant instructors in the Department of English at the University of Kansas, from Language Arts majors in the School of Education, from English Departments at other Kansas high schools and colleges, from the Summer Institute for high school teachers, and from the community--were held.

Each time the graders were assembled for grading papers they were given instructions on the rating scale used. The scale is as follows:

1 rating not possible ("no response" usually)
2 failure
4 D-C
6 C-B
8 B-A
9 A+

Graders were urged to make decisions on this basis rather than to attempt to use odd numbers. Thus, for the majority of papers read, there were only two areas of decision--between a 2 or a 4 and between a 4 and a 6. Normally, there were very few decisions for the reader between a 6 and an 8. This system of rating worked quite well in making quick but quite valid decisions. Because numbers seem more objective than letter grades, graders tended to give more 2's than they would F's.

In addition to an explanation of the rating scale, criteria for evaluating the papers were discussed. Readers were asked to judge the worth of the writer's use of words, sentences, and paragraphs, and to consider the quality of the controlling idea, the effectiveness of the organization, and the fullness of development of the essays.

After these instructions the whole group of readers was asked

to evaluate a number of representative essays that had been dittographed for discussion. The group were in almost complete agreement with evaluations of the papers that had been made previously by the Freshman-Sophomore staff. However, the decision on a 2-paper was always much surer than on a 4- or a 6-paper.

The readers were then organized into teams of three readers, and the work of rating was begun. After about an hour's work the members of each team compared their rating sheets. Of course, where there was complete agreement of the three readers on a rating, quite a bit of validity is evident for that rating, but not all essays can be judged that easily; therefore, there would be disagreements which would involve two 4's and a 2, two 2's and a 4, two 4's and a 6, or two 6's and a 4. These variations were considered valid, but when there were two 6's and a 2, or vice versa, then the team member who stood alone in his evaluation was under pressure to justify his rating or change it to a 4. The weakness he saw would be represented in the average for the team but not in the extreme form of his first judgment. When a 2-4-6 rating on a paper resulted for a team, all three members had to discuss the problem in judging that particular paper, and usually the paper was reread and discussed for a more valid rating. This process of comparing ratings in a team every hour or so usually resulted in the team's becoming more efficient in their judging within two or three hours. Most teams could then rate about 200 themes in an eight-hour day with a break in the middle of the morning and afternoon. Each theme was thus read three times, and a simple averaging of the three grades was used for statistical analysis.

It became obvious to the readers that there was a definite improvement in the essays from all three "tracks" or groups when the early papers were compared with those written later in the semester. Readers tended to adjust (unconsciously) the norm for the rating scale upwards when only later papers were read. This became obvious when a group of early papers followed immediately after a group of final examination papers.

Where there was a wide disparity within a team, it became obvious in a 2-4-6 split that a 6 rating usually was made on the basis of the smoothness of the writing in the essay or of a natural organizational pattern, whereas the lack of a strong controlling idea of some depth caused the other reader to give it a 2 rating. Perhaps the best solution is the 4 rating of the other reader. The reverse situation often occurred where the controlling idea was strong and won a 6 rating from a reader, but because the organizational pattern or smoothness of development was weak, the other reader gave the essay a 2 rating.

Finally, some poems and other literary works seem to work better for a larger number of students than others. Of course, the same thing is true for the essays in readers and assigned topics for writing. Extended definitions of abstract terms such as ignorance, temperance, prudence, and fortitude do not seem to result in good essays for very many students. On the other hand, the essays on Socrates as viewed by Aristophanes and Plato were of a much higher quality.

Results

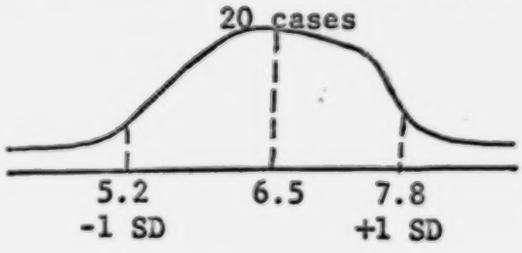
A null hypothesis: There are no significant differences among the three methods used in the experimental groups of this study; i.e., there are no greater differences among these groups when they are compared on equal bases than would be expected in the sampling fluctuation from a population in which there are no true differences among groups.

I. Data
   - A. Writing Sample
   - B. Measurement Test I
   - C. Class Theme I
   - D. Class Theme II
   - E. Class Theme III
   - F. Measurement Test II
   - G. Final Examination

II. Procedure
   - A. Conversion of all Measurement Test I and II percentages, and raw scores in terms of number missed, to raw scores in terms of number correct.
   - B. Attainment of a mean score for all five measures that were graded by three people each; this was done for each person.
     - Ex. Person 1, year 1963, group X, obtained the following mean scores: Writing Sample--4.7, Class Theme I--3.3, Class Theme II--3.3, Class Theme III--4.7, Final Examination--5.7.
   - C. Computation of means and standard deviations* for each variable (7), each group (3), and each year (4).

*Within the area under the normal curve, from one standard deviation below the mean to one standard deviation above the mean fall approximately 68% of the total cases.

Ex. Mean = 6.5
Standard Deviation (SD) = 1.3
N = 30



D. Summation of all four years for each variable and each group.

Ex. Writing Sample, year 1963, group X = 164.50
" " " 1964, " " = 142.50
" " " 1965, " " = 168.00
" " " 1966, " " = 115.50
Total = 590.50

E. Computation of means and standard deviations for each of the 21 samples represented by the above (3 groups x 7 variables).

F. Computation of analysis of variance, to determine acceptance or rejection of the null hypothesis.

G. Application of the t-test to the one variable--Theme III--in which a significant difference occurred.

III. Results

A. Means (see Appendix A)

B. Standard Deviations (see Appendix A)

C. Analysis of Variance (see Appendix B, 1-7)

1. Writing Sample--5.6921 (non-significant)
2. Measurement Test I--2.1745 (non-significant)
3. Class Theme I--1.5218 (non-significant)
4. Class Theme II--19.2384 (non-significant)
5. Class Theme III--23.1761 (significant at the .05 level of confidence; i.e., there is only a 5% possibility that this difference is due to chance)
6. Measurement Test II--11.0144 (non-significant)
7. Final Examination--1.6458 (non-significant)

D. t-test on Class Theme III

1. Group X vs. Group Y--2.1392 (significant at the .05 level)
2. Group X vs. Group Z--6.2671 (significant at the .01 level)
3. Group Y vs. Group Z--5.1428 (significant at the .01 level)

IV. Conclusions

A. t-test on Class Theme III

1. The method used in Group Z produced significantly higher results than that used in either Group X or Group Y.
2. The method used in Group Y produced significantly higher results than that used in Group X.

B. A null hypothesis is accepted. Since there are no significant differences among the groups at the beginning of the study, one would be compelled to attribute any significant differences at the end (other factors being equal) to the varying methods

used. Again at the end, however, there are no significant differences, so the methods are apparently equally suitable.

Discussion

Only in the case of one of the integers was there a significant difference among the three modes of teaching composition investigated in this study. In that one case--Theme III--the method used in the experimental-control group produced significantly higher results than that used in either the traditional-control or the exempt-control groups, and the method used in the traditional-control group produced significantly higher results than that used in the exempt-control group. Consequently, since a null hypothesis is accepted, it may be concluded that, on the basis of this study, there are virtually no differences among the three modes tested. The correspondence studies medium for teaching composition, therefore, could be employed if increased enrollments and financial circumstances so dictated. The exempt-control medium, based on literature alone, also proves potentially valuable.

The superiority of the experimental-control group on Theme III may be accounted for by the following syndrome, composed of several factors.

(1) The experimental-control group was taught by an outstanding tutor-professor all four years of the project. This tutor-professor was a Professor of English at the University of Kansas with years of experience teaching composition at the college level. The exempt-control group also received outstanding instruction, in this case from the very best and most experienced Ph.D. candidates in the English Department. The factor of excellent instruction cannot be stressed too highly, for students, regardless of the mode of instruction, respond to an exciting and excellent instructor. The instructors of the traditional-control group were, for the most part, assistant instructors and graduate students, well-qualified for their positions but generally teaching for the first time.

(2) The experimental (the "correspondence-tutorial" group) mode of this project was not a typical correspondence study program. Normally, the greatest problem in the correspondence study method of instruction is the dropout. The correspondence student may or may not finish the course, as he chooses, and a high percentage do not gain credit. However, in the experimental group tested here, the withdrawal rate for all four years was

extremely low--4.8% (1963), 4.8% (1964), 1.3% (1965), and 2.5% (1966). Either the experimental students just happened to be more perseverant than average or the method itself elicited from the students an unusually confident and perseverant attitude. The latter seems much more probable. Because the students did meet once a week for a tutorial session and because they were required to remain in phase with the rest of the students in the experimental class, the attitude in the experimental group was not that the student might or might not complete the course successfully but that he could and he would. Thus, the typical correspondence study medium was slightly altered by the experimental mode actually investigated in this study. Nevertheless, the independence and self-discipline generated by the experimental mode may be in reality what composition is all about. This possibility cannot be explored here, but obviously, something very fundamental is involved.

(3) The Hawthorne Effect was undoubtedly functioning in this study, just as it functions in most studies. It describes that phenomenon in which a new experience results in additional or better results simply because of the novelty of the experience. For example, researchers have demonstrated fairly conclusively that changes in conditions result in increased production or increased motivation. In this project, something new was happening, and because it was, the students in both the experimental- and exempt-control groups responded with increased motivation and responsibility. The students in the traditional-control group, however, were not so affected, since at no time did they understand their role in the research project. Working together with other factors, the Hawthorne Effect--the derivation of renewed effort from novelty--produced results in the experimental-control and exempt-control groups equivalent to those in the traditional-control group, and on Theme III it produced better results from the experimental-control group than from both the traditional-control and exempt-control groups. Whether the Hawthorne Effect response was conscious or subconscious cannot be answered here. The important thing is to note the "temporary uplift" that the students experienced when something new was happening.

(4) The students in the experimental mode generally wrote three or four more themes each year than either the traditional-control or the exempt-control groups. In addition, in the first three years of the project these students also wrote and handed in many more exercises than did the students in the other two modes. It is difficult to define just how much these written exercises helped to mature student writing in the experimental-control group. Yet, this extra writing may have had some influence, and even a small effect, when added to the other

factors, would make an impact.

The four factors above constitute a gestalt which may account for the fact that the experimental-control group writing was at least as good as that in the traditional-control group and in one case, better. There may have been factors other than these four operating in the study, but even if these factors were known, no instruments were available for measuring them.

The results in the exempt-control group were somewhat surprising, since those students did not receive formal training in composition. That this mode produced results roughly equivalent to those of the other two modes, in which formal training in composition was central, can perhaps be explained by two factors.

(1) The exempt-control group students were taught by the ablest and most experienced Ph.D. candidates in the University of Kansas Department of English, many of whom had passed all of their examinations, were in the process of finishing their dissertations, and had demonstrated outstanding teaching ability. Although the instruction in this mode cannot quite compare with that in the experimental mode, it was somewhat better than that in the traditional-control group. This human element in teaching, which elicits from the student a finer response than might have been expected, has not yet been measured satisfactorily, nor does this study presume to do so.

(2) The exempt-control group studied literature exclusively, so that in effect they were given an honors course even though they were not eligible for it. The results in this mode, which compare favorably with those in the other two modes, suggest that perhaps a more demanding literary content can stretch students beyond the sheer statistical expectations of the University's Guidance Bureau and that reading done in the composition course may do as much to promote growth in writing as writing itself.

This conclusion has been successfully demonstrated by Mark Christiansen in a study entitled "An Experimental Study in Composition: Extensive Writing vs. Some Writing Plus Reading," published in The University of Kansas Bulletin of Education, Vol. XIX (May 1965), pp. 124-131:

> This study indicated that frequent practice in writing does not necessarily improve composition skills accordingly unless attention is directed toward other factors in the writing process. In other words,

> improvement in writing involves more than quantitative considerations, for apparently the reading done in the control classes did as much to promote growth in writing as did the writing of 16 extra themes in the experimental classes. However, it should be acknowledged that the problem of evaluating growth in composition development involves a complex of variables that makes exact measurement extremely difficult. Possibly the evaluative techniques may leave important gains undetected, although one might think that theme analysis plus a number of standardized instruments would be sufficient. Possibly the most important finding of this experiment is that both groups gained significantly--a result indicating that significant growth can take place in one semester. This finding may provide some encouragement to composition teachers who have almost given up in despair, having reached the conclusion of certain critical groups that (1) students do not learn much about writing in one semester of composition or (2) students improve in writing only according to their own inherent ability, motivation, and experience--regardless of the quality of the instruction provided or the number of themes assigned. Another significant factor may be that writing is very difficult to teach and that continued progress over several semesters is what is needed for students to reach a high level of writing competency. (p. 131)

Of crucial importance to this investigation is Mr. Christiansen's conclusion that "apparently the reading done in the control classes did as much to promote growth in writing as did the writing of 16 extra themes in the experimental classes." If this is indeed the case, then the surprisingly good showing of the exempt-control mode, in which the students read literature and wrote but did not receive composition training, is partially explained.

This present study has a number of limitations and weaknesses, most of them inherent in the nature of the experiment.

(1) The 50-minute theme as an integer or measuring instrument is probably not sensitive enough to measure writing ability accurately. In 50 minutes the student does what might be termed "defensive writing." He becomes extremely conservative and writes so as to avoid the most egregious kind of errors, with the result that he does not demonstrate his most effective and mature prose. Therefore, the 50 minutes allowed for the writing assignment in this project was likely insufficient time to get an accurate measurement.

(2) It may well be the case, though it has not been conclusively shown, that a very good objective test might in reality be a better measure of writing ability than the 50-minute theme. Dr. Oscar Haugh of the University of Kansas School of Education has even suggested that an objective test such as he is currently developing might be more sensitive an instrument than even three 50-minute themes. But this fact remains to be proven.

(3) A semester is not enough time to measure progress in writing ability. From theme to theme during the semester, students make only slight progress. Because the improvement is so minor and the increment so small, enough time is needed to allow an "impact" to be generated. The accumulation of these increments at some point results in a quantum change. It is hypothesized here that the time interval involved is longer than one semester. Three semesters would more nearly allow for the "impact" to set in. Hence, the semester time-sequence employed in this study imposed limitations.

(4) The superior teachers in the experimental-control and exempt-control modes had a definite but, unfortunately, non-measurable influence on the results of the study. Whereas the project proposed to test the modes themselves, the superior instruction in two of the modes may have resulted in the testing of the method plus the teaching. That is, the effect of the teacher makes measurement of the mode per se impossible because students may respond to one teacher and not to another in the same mode. Thus, because the teacher and the mode are inextricably linked, the findings of the study involve more than just the mode or medium.

(5) In addition to the factor of teaching, which significantly influences results, the procedures actually followed varied slightly among groups in a given year and from year to year. For example, in the first three years of the project, students in the experimental-control group wrote out numerous exercises, in the traditional-control group the students wrote out fewer exercises, and in the exempt-control group, no exercises at all. This kind of variation in procedure may be viewed as representative of the complexity of variables that are inevitably present in attempts to measure writing ability.

(6) The presence of the Hawthorne Effect, discussed above, undoubtedly functioned in this experiment. But just how much this phenomenon--the improved effect brought about by new conditions--affects the results is undetermined.

In short, on the basis of these six limitations and certainly on the basis of the first three--(1) the 50-minute theme is inadequate to measure a student's writing proficiency, (2) even three such themes do not accurately measure writing proficiency, and (3) a semester is too short a time to measure the "impact" of writing instruction--it must be inferred that the integers or measuring instruments used in this study lack the sensitivity to make its conclusions definite. But it must also be added that no measuring instruments currently available do possess the necessary sensitivity. Adequate instruments simply have not yet been developed. Even the Educational Testing Service study, The Measurement of Writing Ability by Godshalk, Swineford, and Coffman (New York, 1966), inadvertently proves that no given method for gauging writing proficiency has proved effective and that, therefore, the possibility of measuring writing ability remains very problematic. Consequently, the researchers of this project readily acknowledge the use of less-than-perfect measuring instruments in this study. The best instruments available were used, and unquestionally they gave a rough "reading" of the realities involved. When better instruments are available, finer discrimination and definition will be possible.

Conclusions

This study demonstrates that there is no significant difference among the three modes of teaching Freshman Composition tested. Since a null hypothesis was accepted, one is compelled to attribute any significant differences at the end of the study, other factors being equal, to the varying methods used. At the end, however, with one slight exception, there were no significant differences. Therefore, the modes are apparently equally usable and workable. With one class theme, the fourth of the five writing exercises, the method used in the experimental-control group produced significantly higher results than that used in either the traditional-control or exempt-control groups. Moreover, the method used in the traditional-control group produced significantly higher results than that used in the exempt-control group. All of these differences were found to be significant at the 5% level or below, in which range chance may be attributed to only 5 out of 100 cases. These results, then, are clearly significant.

The experimental-control method of teaching composition, which proved to be equally as good as the traditional method, has a number of advantages. This mode is more economical than the traditional mode. The one tutorial session per week saves classroom space and money. The tutor-professor in charge of the course is relatively

free for other responsibilities, among them additional teaching. Theme graders, drawn from pools of talent in the community, free the teaching staff for other assignments. Therefore, from the standpoint of the administration, the experimental-control or "correspondence-tutorial" method is quite attractive. From the students' standpoint, also, this mode has a number of advantages. Many of the students enjoyed the relative freedom offered to them, and used it wisely. The added responsibility for his work served, in many cases, to mature the student as a writer and as a person more quickly. Furthermore, this particular method places the burden for learning squarely where it must be--on the student himself. Those students who responded to the challenge also gained a great deal of satisfaction from knowing that because they worked on their own the credit belonged to them. One statistical verification of this positive response from a large number of students was the larger percentage of "A" grades in the experimental-control mode than in the traditional-control mode for two of the four years of the study (see Appendix J).

The "correspondence-tutorial" method, however, is not without its defects, which must not be minimized. After the first year of the program, attendance in this group was mandatory, because absenteeism was extremely high. As few as one-fourth of the students in the first year of the project attended the weekly tutorial session. Despite the requirement of mandatory attendance, absenteeism remained a problem. The required initiative and responsibility were evidently too great for some of the less mature students, suggesting that whereas the relative freedom of the weekly tutorial session is desirable and practical, optional attendance at the weekly tutorial session is undesirable and impractical. Furthermore, although the "correspondence-tutorial" mode eliminates the "lockstep" of three meetings per week of the conventional Freshman Composition mode, in practice the "lockstep" is still present in another form since students must hand work in and revise it at certain specified times. Failure to do so results in serious logistical problems of getting their work graded and handed back. That many students do get out of phase with the tight sequence suggests that a large percentage of freshmen students are not ready to assume the responsibility for their own education under this method. This conclusion is borne out by the higher failure rate in the experimental mode than in the other two modes in all four years of the study (see Appendix J).

Although many students indicated in their evaluations of the "correspondence-tutorial" method that they thoroughly enjoyed and profited from the experience, the students who did badly

tended to blame the medium for their poor performances. It was noted that an uncommon amount of hostility was present in the experimental-control students. Probably, most of the hostility occurred because the students did not have access to their graders, though they were welcome to visit with the tutor-professor at any time about their work. Few, however, took advantage of this opportunity. In the last year of the study, the employment of a well-qualified assistant instructor, who kept office hours and who was directly responsible for conferences with students, neutralized some of this hostility. Hostility among the students in the "correspondence-tutorial" mode must remain a moot point because students were not systematically interviewed. Some student evaluations were received each year, but in the main, the student who did well in the course wrote a favorable evaluation, whereas the student who did badly generally condemned the program in toto. These extremely polarized reactions obviously cannot serve to measure hostility. Furthermore, because no adequate attitude scales to measure hostility are currently available and because a similar attitude may have been present in the other modes in other forms, hostility detected among students in the experimental mode is not stressed here. Exactly how well students liked or disliked the experimental-control mode cannot be established.

The experimental-control medium also poses a problem in public relations. Large classes meeting only once a week, little class discussion, and work graded by lay-readers shock students at first, and they immediately relate their fears to their parents. For that reason, to justify the approach to the students and their parents, at the beginning of the semester the administration sent a detailed letter to the students' parents, assuring them that while certain innovations were being tested under carefully controlled circumstances, the students' training in Freshman Composition was not being slighted in the least (see Appendix I). Therefore, an administration which adopts the experimental-control method must be prepared to deal with the possible attendant controversy.

In summation, with regard to the experimental mode of teaching Freshman Composition, a combination of correspondence work and a tutorial as a means of handling projected increases in enrollment at the freshman-college level is quite feasible. It may be most useful in the following two situations. (1) Small, relatively understaffed colleges might use talent from a nearby major university in the kind of program described and tested here. (2) Adult education programs in large urban areas where student maturity and commitment to learning are developed enough to make the medium even more workable than with relatively immature college freshmen

might use this method.

Finally, a by-product of this study was the information learned about the exempt-control group. The comment was often made throughout the project that exempt-control students who did not actually deserve to be in an honors course received the training in literature generally reserved for such sections of Freshman Composition. By confirming Christiansen's conclusions (see pp. 11-12), this study can suggest that Freshman Composition should give more attention to the reading of literature. Of course, this finding applies equally well to the "correspondence-tutorial" method, the feasibility of which has already been established. Hence, given the proper circumstances caused by increased enrollments, the "correspondence-tutorial" mode for teaching Freshman Composition, modified to feature extensive critical reading of literature, strongly recommends itself.

Summary

This four-year study tests alternatives to the traditional method of teaching Freshman-College Composition in a large state university. It is essentially a pilot project in the combining of university correspondence methods with resident courses in Freshman Composition, with the aim of devising a more challenging and flexible system for the teaching of introductory English courses, of effecting economies in classroom space, and of tapping pools of unused talent in the community as lay-readers of college-level themes. A prime goal was to determine whether or not the three-hour-a-week lecture-discussion method is a significant variable in the teaching of composition.

An experimental-control (Z) group, at first small in size but increasing incrementally over a three-year period (beginning with 40 students and increasing yearly to 80, 160, and 160 students respectively), fulfilled requirements in first-semester Freshman Composition by enrolling in "correspondence-tutorial" (lc-t) and by attending one evening session per week taught by a regular member of the University English Department. Two control groups, which increased correspondingly to the experimental-control (Z) group, were also established: (1) the traditional-control (Y) group was selected from among students regularly enrolled in the required Freshman Composition course; (2) the exempt-control (X) group consisted of students who were excused from first-semester Freshman Composition requirements. Tests administered to the three groups at the beginning and end of the semester and

papers from all three groups were evaluated and compared.

A null hypothesis was accepted: There are no significant differences among the three methods used in this study. Means and standard deviations for each of the 21 samples represented by the above (3 groups x 7 variables) were computed, and analysis of variance, to determine acceptance or rejection of the null hypothesis, was made. The t-test was then applied to the one variable--Theme III--in which a significant difference occurred.

The following results were obtained:

I. Analysis of Variance
   - A. Writing Sample--5.6921 (non-significant)
   - B. Measurement Test I--2.1745 (non-significant)
   - C. Class Theme I--1.5218 (non-significant)
   - D. Class Theme II--19.2384 (non-significant)
   - E. Class Theme III--23.1761 (significant at the .05 level of confidence; i.e., there is only a 5% possibility that this difference is due to chance)
   - F. Measurement Test II--11.0144 (non-significant)
   - G. Final Examination--1.6458 (non-significant)

II. t-test on Class Theme III
   - A. Group X vs. Group Y--2.1392 (significant at the .05 level)
   - B. Group X vs. Group Z--6.2671 (significant at the .01 level)
   - C. Group Y vs. Group Z--5.1428 (significant at the .01 level)

III. Conclusions
   - A. t-test on Class Theme III
     1. The method used in Group Z produced significantly higher results than that used in either Group X or Group Y.
     2. The method used in Group Y produced significantly higher results than that used in Group X.
   - B. A null hypothesis is accepted. Since there are no significant differences among the groups at the beginning of the study, one is compelled to attribute any significant differences at the end (other factors being equal) to the varying methods used. Again at the end, however, there are no significant differences. Consequently, the methods are apparently equally suitable.

Hence, the "correspondence-tutorial" method of teaching Freshman Composition at a large state university is feasible, but may perhaps best be employed by either the small, relatively understaffed colleges, who could use senior professors from a nearby major university in this kind of program, or in an adult education program in large urban areas where student maturity and commitment to learning would be sufficient to make this mode more workable than it is

with relatively immature college freshmen. As a by-product of the experimentation with the exempt-control group, it was found that apparently the study of literature helps to mature student writing as much as the traditional Freshman Composition course consisting of extensive writing without the study of literature. In summation, given the proper circumstances caused by increased enrollments, the "correspondence-tutorial" mode for teaching Freshman Composition, modified to feature extensive critical reading of literature, strongly recommends itself.

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Appendix A

Means and Standard Deviations

	Writing Sample		Measurement Test I		Theme I		Theme II		Theme III		Measurement Test II		Final Exam	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Group X	3.49	1.10	27.24	4.15	3.64	1.11	3.58	1.09	3.59	1.02	28.57	4.47	4.24	1.18
Group Y	3.31	1.03	27.37	4.69	3.75	1.34	3.62	.92	3.80	1.06	30.12	4.06	4.38	1.05
Group Z	3.56	1.01	26.75	4.11	3.84	1.05	4.04	1.15	4.17	.96	29.04	4.14	4.43	1.17

Appendix B

Analysis of Variance

1. Writing Sample

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	12.2643	6.1321
Within	964	1038.5657	1.0773
Total	966	1050.8300	

$$F_{2,\ 964} = \frac{6.1321}{1.0773} = 5.6921$$

2. Measurement Test I

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	83.3465	41.6732
Within	1037	19,873.3757	19.1642
Total	1039	19,956.7222	

$$F_{2,\ 1037} = \frac{41.6732}{19.1642} = 2.1745$$

3. Class Theme I

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	4.4028	2.2014
Within	881	1,274.4205	1.4465
Total	883	1,278.8233	

$$F_{2,\ 881} = \frac{2.2014}{1.4465} = 1.5218$$

4. Class Theme II

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	42.4900	21.2450
Within	970	1,071.1863	1.1043
Total	972	1,113.6763	

$$F_{2,\ 970} = \frac{21.2450}{1.1043} = 19.2384$$

5. Class Theme III

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	48.0024	24.0012
Within	935	968.3391	1.0356
Total	937	1,016.3415	

$$F_{2,\ 935} = \frac{24.0012}{1.0356} = 23.1761$$

6. Measurement Test II

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	385.9965	192.9982
Within	938	16,435.9632	17.5223
Total	940	16,821.9597	

$$F_{2,\ 938} = \frac{192.9982}{17.5223} = 11.0144$$

7. Final Examination

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Groups	2	4.1570	2.0785
Within	924	1,166.9450	1.2629
Total	926	1,171.1020	

$$F_{2,\ 924} = \frac{2.0785}{1.2629} = 1.6458$$

Appendix C

Schedule of Assignments

Traditional-Control Group

TOPIC	CLASS MTG.	DATE	EXERCISES	THEMES	ASSIGNMENTS
Class Organization	1	Sept. 19/20	Diagnostic Test		APR, ix-xxxiii
Use of the Handbook and Some Backgrounds of the English Language	2	Sept. 21/22		Writing Sample	APR, 1-6 PEH, xvi-xxi, 19, 449-452
Dictionary	3	Sept. 23/24	Dictionary		Dictionary (read introductory pages) APR, 7 PEH, 167-181 CFC, 295-316
	4	Sept. 26/27	Dictionary (Dictionary exercises from Merriam, ACD, and WNWD)		CFC, 316-343
Unit One: SENTENCE PATTERNS (1) "Kernel" Sentence Patterns (a) S-V (b) S-V-O (c) S-V-o-O (d) S-V-O-C (e) S-V-C (f) There-V-S	5	Sept. 28/29	APR (S-1), (S-2)		APR, 11-17 PEH, 138-166 CFC, 56-61
	6	Sept. 30/ Oct. 1	PEH (A, B), 10-12; (Ex.) 13	Theme 1 (class)	PEH, 2-18 CFC, 38-47
	7	Oct. 3/4	APR (S-3), (S-4) PEH (Ex.), 26; (Ex.), 30-31		APR, 18-21 PEH, 22-31 CFC, 394-400
(2) Structures of Modification	8	Oct. 5/6	APR (S-5) PEH (A, B), 16-18; (A, B), 103-105		APR, 22-28 PEH, 430-431 (verbal), 109 (22L), 101-105, 60-67, 50-51 (13f) CFC, 422-436
(3) Sentence Expansions	9	Oct. 7/8	APR (S-6), (S-7) PEH (Ex.), 65-67		APR, 29-31 PEH, 9-18 CFC, 407-416
	10	Oct. 10/11		Theme 2 (class)	
(4) Effective Verbs	11	Oct. 12/13	APR (S-8) PEH (C), 230		APR, 32-39 PEH, 36-37 (11h), 227-230, 218 (50c) CFC, 177-187
	12	Oct. 14/15	APR (S-9)		PEH, 27-28 (9) CFC, 187-191
(5) Rhetorical Types of Sentences	13	Oct. 17/18	PEH (A), 246		APR, 40-43 PEH, 242-254 CFC, 78-89, 255-258
(a) Loose (b) Periodic (c) Balanced (d) Parallelism (e) Sentence Variety	14	Oct. 19/20	APR (S-10) PEH (B), 246-247; (A-C), 250-251; (A, B), 73-76		APR, 44-51 PEH, 69-76 CFC, 277-283
	15	Oct. 21/22	APR (S-11), (S-12) PEH (C-E), 247-250		CFC, 283-289
(f) Imitation	16	Oct. 24/25		Theme 3 (home)	CFC, 192-206
(6) Review Period	17	Oct. 26/27	APR, Review Test I		APR, 115-119
	18	Oct. 28/29	REVIEW TEST I ON WORD AND SENTENCE		
Unit Two: PARAGRAPH PATTERNS	19	Oct. 31/ Nov. 1	APR (P-1) PEH (A-D), 262-264		APR, 55-61 PEH, 255-264
(1) Unity (2) Coherence	20	Nov. 2/3	APR (P-2), (P-3) PEH (A-D), 279-286		PEH, 271-286 CFC, 357-364

TOPIC	CLASS MTG.	DATE	EXERCISES	THEMES	ASSIGNMENTS
(3) Development	21	Nov. 4/5		Theme 4 (class)	CFC, 259-276
(a) Detail (b) Illustration (c) Spatial and Chronological	22	Nov. 7/8	PEH (A-C), 270-271		APR, 62-63 PEH, 264-271 CFC, 168-173
	23	Nov. 9/10	APR (P-4)		APR, 64-69 CFC, 3-19
(d) Definition	24	Nov. 11/12	APR (P-5)	Theme 5 (home)	CFC, 19-38
(e) Reasons	25	Nov. 14/15	PEH (Ex.), 275-276		APR, 70-76 PEH, 271-286 CFC, 132-151
(4) Complex Types	26	Nov. 16/17	APR (P-6)		
(a) Comparison and Contrast (b) Analogy (c) Cause and Effect	27	Nov. 18/19	APR (P-7) Review for Review Test II		APR, 77-79, 119-122
(d) Elimination of Alternatives (e) Combined Methods	28	Nov. 21/22		Theme 6 (home)	
			REVIEW TEST II ON WORD, SENTENCE, AND PARAGRAPH		
			THANKSGIVING HOLIDAY		
Unit Three: Outlining and Paragraphs in Sequence	29	Nov. 28/29	APR (T-1) PEH (D-G), 327-329		APR, 83-86 PEH, 287-326 QOS, v-xi
The Whole Theme	30	Nov. 30/ Dec. 1	Outline QOS, v-xi		
					QOS, v-xi, 27-29, 203-210
Two Types of Organization: Chronological and Spatial	31	Dec. 2/3			APR, 87-91 QOS, 109-114
	32	Dec. 5/6		Theme 7 (home)	QOS, 70-79
Logical Organization	33	Dec. 7/8	APR (T-2), (T-3)		APR, 92-95 CFC, 255-258 QOS, 29-56
	34	Dec. 9/10			QOS, 91-97
	35	Dec. 12/13			APR, 96-102 QOS, 56-70
Extended Definition	36	Dec. 14/15			QOS, 173-179
	37	Dec. 16/17		Theme 8 (class)	
			CHRISTMAS HOLIDAY		
	38	Jan. 3/			
Analysis by Classification and Partition	39	Jan. 4/5	APR (T-4)		APR, 103-110 QOS, 97-109
	40	Jan. 6/7	APR (T-5)		QOS, 79-91
Cause and Effect	41	Jan. 9/10	APR (T-6)	Theme 9 (home)	APR, 111-114 QOS, 62-64
	42	Jan. 11/12			QOS, 1-25
Comparison and Contrast	43	Jan. 13/14			QOS, 1-25
	44	Jan. 16/17		Theme 10 (class)	QOS, 119-168
Process	45	Jan. 18/19			QOS, 169-172, 181-199
	46	Jan. 20/21	Review		
			FINAL EXAMINATION		

Appendix D

SUMMARY OF ASSIGNMENTS

Key to Abbreviations:

APR....A Preface to Rhetoric
PEH....Practical English Handbook
CFC....Contexts for Composition
QOS....The Question of Socrates

	WRITTEN WORK	READING
UNIT ONE: WORD AND SENTENCE		
Assgt. I (9-26-66)		APR, "General Instructions for Students in Freshman English"; "How to Say Nothing in Five Hundred Words"; "Graded Specimen Themes"; "Introduction"; "Use of the Handbook and Some Backgrounds of the English Language"; "Your Dictionary" PEH, xvi-xxi; 19; 449-452; 167-181; 138-166 CFC, 295-343 DICTIONARY, Read introductory pages
Assgt. II (10-3-66)	Theme 1 (Description by details) 500 words; S-1, S-2, S-3, S-4 in APR	APR, "Basic Sentence Patterns"; "Transformations of the Sentence 'Kernels'" PEH, 2-18; 22-31 CFC, 56-61; 38-47; 394-400
Assgt. III (10-10-66)	Theme 2 (Exposition employing sentence kernels) 500 words; S-5, S-6, S-7, S-8, S-9 in APR	APR, "Structures of Modification"; "Sentence Expansions"; "Effective Verbs"; "'Time' Lumbers On" PEH, 430-431 (verbal); 109 (221); 101-105; 60-67; 50-51 (13f); 9-18, 36-37 (11h); 227-230; 218 (50c); 27-28 (9) CFC, 422-436; 407-416; 177-191
Assgt. IV (10-17-66)	Theme 3 (Exposition employing structures of modification and active verbs) 500 words; S-11, S-12 in APR	APR, "Effectiveness: Rhetorical Patterns of the Sentence" PEH, 242-254; 69-76 CFC, 78-89; 255-258

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	WRITTEN WORK	READING	
Assgt. V (10-24-66)	Theme 4 (Exposition employing loose, periodic, and balanced sentences, and parallelism) 500 words; S-10 in APR	APR,	"Sentence Imitation"; Sample Review Test I
		PEH,	Review 242-254 and 69-76
		CFC,	277-289; 192-206
UNIT TWO:	THE PARAGRAPH		
Assgt. VI (10-31-66)	Theme 5 (Exposition employing sentence kernels and rhetorical patterns) 500 words; P-1 in APR	APR, PEH,	"Paragraph Unity and Coherence" 255-264; 279-286
		CFC,	259-276; 401-406
Assgt. VII (11-7-66)	Theme 6 (Three paragraphs demonstrating unity) 150-200 words each; P-2, P-3 in APR	APR,	Review "Paragraph Unity and Coherence"
		PEH,	270-286
		CFC,	357-364; 373-387; 3-19
Assgt. VIII (11-14-66)	Theme 7 (Three paragraphs demonstrating coherence) 150-200 words each; P-6 in APR	APR,	"Some Sample Paragraphs"; "Developing Paragraphs by Offering Reasons or Causes in Support of the Topic Sentence"; "Sample Paragraphs"(77-78)
		PEH,	Review 255-260; 264-271
		CFC,	132-151; 168-173; 19?38
Assgt. IX (11-21-66)	Theme 8 (Four paragraphs: detail, illustration, chronological order, reasons) 150-200 words each; P-4, P-5, P-7 in APR	APR,	"Definition"; Review "Sample Paragraphs"; Sample Review Test II
		PEH,	Review "The Paragraph," 255-286
		CFC,	71-77; 151-168; 413-454
UNIT THREE:	ORGANIZATION OF WHOLE THEME		
Assgt. X (11-28-66)	Theme 9 (Two paragraphs: comparison and contrast and cause and effect plus Summary essay demonstrating several types of paragraph development) 900 words; T-1 in APR	APR,	"Outlining and Paragraphs in Sequence"; "Two Types of Organization Chronological and Spatial"
		PEH,	287-333
		CFC,	Review 255-258
		QOS,	v-xi; 27-29; 203-210; 97-114; 70-79
Assgt. XI (12-5-66)	Theme 10 (Paragraphs in sequence evidencing spatial elements) 500 words; T-2, T-3 in APR	APR,	"Logical Organization"; "Extended Definition"
		PEH,	Review 287-326; 398-409
		CFC,	Review 3-4 and 31-37
		QOS,	29-56; 91-97; 56-70; 173-179

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	WRITTEN WORK	READING
Assgt. XII (12-12-66)	Theme 11 (Logical organization and Extended definition) 500 words	APR, "Methods of Analysis"; "Examples of Partition" CFC, 90-91 QOS, 79-97
Assgt.XIII (1-9-67)	Theme 12 (Partition) 500 words; T-4, T-5 in APR	APR, Review "Methods of Analysis" and "Examples of Partition" CFC, Review 90-91; 102-115 QOS, Scan 29-114; 119-172
Assgt. XIV (1-16-67)	Theme 13 (Classification) 500 words	APR, Sample Final Examination CFC, 48-50; Review 56-61 and 78-89 QOS, 1-25; 181-199
FINAL EXAMINATION (1-23-67)	[Theme 14 (Comparison and Contrast) 500 words plus a 400-word essay evaluating the course] 900 words	

Appendix E

MEASUREMENT TEST

GENERAL INSTRUCTIONS: There are 40 questions, numbered consecutively from 1-40, on this test, all of which must be answered with a special pencil on the IBM score sheet. Each answer will be recorded by filling in the correct space under A, B, C, D, or E. Please notice, however, that in questions 1-25, you will make use of only the first three columns (A-C), while in questions 26-40 you will make use of all five columns (A-E). Be sure that the number on the IBM score sheet which you mark always corresponds to the number on the test paper.

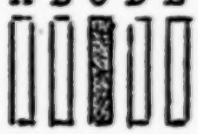
PART ONE

(The Sentence)

Items 1-25

This part of the test covers sentence structure. In each instance you are offered three possible solutions for completion of the sentence. Your job is to select the version which seems to you most appropriate; or, to put it another way, you are to select the best one of the alternatives, even if that choice falls short of being ideal.

Sample: The boys (A) I know disagrees with the statement.
(B) all well-known to me disagrees with the statement.
(C) I know disagree with the statement.



1. The door of Henry's lunchroom opened and (A) two men were seen to shuffle in.
(B) two men walked in.
(C) two men, who wore large and bulky black overcoats, slowly sidled in.

2. The boys (A) were walkers who came home by way of the valley.
(B) walked home by way of the valley.
(C) preferred pedestrian locomotive activities to transportation home through the valley by means of a wheeled vehicle.

3. Coming home by way of Stroup Street, (A) my path was blocked by a fallen tree.
(B) a fallen tree blocked my path.
(C) I was blocked by a fallen tree.

4. That morning (A) with all hands at stations and with foul weather gear at the ready, the ship and crew standing by for the typhoon, the D.E. rolling and tossing, the storm on the horizon coming closer and closer, the air like a blanket, the sea grey, the waves pale and mean.
(B) with all hands at stations and with foul weather gear at the ready, the ship and crew stood by for the typhoon, the D.E. rolling and tossing, the storm on the horizon coming closer and closer, the air was like a blanket, the sea grey, and the waves were pale and mean.
(C) with all hands at stations and with foul weather gear at the ready, the ship and crew standing by for the typhoon, the D.E. rolled and tossed, while the storm on the horizon came closer and closer and the air was like a blanket, the sea grey, and the waves pale and mean.

5. The ship (A) sank.
(B) shuddered like a freezing fox before rolling over and plunging, the bowels of her boilers swollen with salt water, deep down to the depths of the briny deep.
(C) underwent that inexorable law of nature which dictates that bodies outweighing the element in which they live must inevitably fall rather than rise.

6. (A) There are many factors to be considered when taking into consideration the requirements of this situation.
(B) The situation is complicated.
(C) There are considerable and varied factors required for consideration of this matter.

7. Roland (A), who covered the retreat of Charlemagne, died at the pass.
(B) covered the retreat of Charlemagne and died at the pass.
(C) died at the pass covering the retreat of Charlemagne.

8. (A) The ship, which grossed 5000 tons, shuddered in the seas, which were very high, sometimes soaring above the smokestacks.
(B) The waves soared above the smokestack of the ship, which grossed 5000 tons in the shuddering seas.
(C) The 5000-ton ship shuddered in the seas that sometimes soared above the smokestack.

9. Among certain tribes of Indians in South America
(A) the custom of ritual cannibalism remains popular.
(B) the popularity of ritual cannibalism is overwhelming.
(C) a popular custom is eating human flesh with all kinds of ritual overtones.

10. Discussion about the availability of boxcars, always in shortage after the fiasco at Caporello, (A) became the topic of discussion at the meeting.
(B) was discussed at the meeting.
(C) was the main business of the meeting.

11. He recollected that Nick Adams (A) gave the cook the information after the door of Henry's lunchroom opened.
(B) informed the cook of the message after the door of Henry's lunchroom opened.
(C) cooked up the information to give the cook after the door of Henry's lunchroom opened.

12. In Summit, where they all eat the big dinner at Henry's lunchroom,
(A) the cook who had one eye on the two men who came through the door blackened the potatoes with frying.
(B) the cook who had one eye on the two men who had come through the door fried the potatoes black.
(C) the cook who had one eye on the two men who had come through the door made potatoes black in the frying pan.

13. Nick Adams (A) ran away from Summit, running as fast as he could away from Henry's lunchroom, from the two men who had come into Henry's lunchroom, from Ole Andreson, perhaps even from himself.
(B) ran away from Summit, running as fast as he could away from Henry's lunchroom and tried to get away, so to speak, from the two men who had walked into Henry's lunchroom, but principally he ran from Ole Andreson, though perhaps even from himself.
(C) fled Summit to get away from Henry's lunchroom and to escape from the two men who had walked into Henry's lunchroom, and hoped even to flee from Ole Andreson, perhaps he even thought about getting away from himself.

14. The scream died in her throat (A) as she fell towards the ridge 300 feet below after turning and twisting away from the edge of the pit, the crocodile eyes peering from the blackness and the croaking of the carrion overhead having so much terrified her that she tripped over the body of Robert Jordan.
(B) as, turning and twisting, away from the edge of the pit, crocodile eyes peering from the blackness and carrion wheeling overhead, she stumbled, and paralyzed with terror, fell over the body of Robert Jordan towards the razor ridge 300 feet below.
(C) as she fell towards the razor ridge 300 feet below because of the fright caused by the sight of the crocodile eyes peering from the blackness and the croaking of the carrion overhead which had caused her to stumble over the body of Robert Jordan.

15. All that afternoon she and Robert Jordan had climbed higher and higher towards the snow-capped peak until (A) the green timber line was a black shadow, the boulders on the slope above the timber line mere black loaves, and the lodge in the valley a fly speck.
(B) the boulders on the slope above the timber line were mere dark loaves, the green timber line a black shadow, and the lodge in the valley a fly speck.
(C) the green timber line was seen to be a dark shadow spread out below, the boulders on the bare slope above the timber line had turned into what for all the world appeared in the likeness of dark loaves, and the lodge in the valley resembled somewhat (to the detached observer), a fly speck, as it were.

16. The natives had warned them about the Ghoul Fiend of Mount Camelot,
    (A) a warning she and Robert Jordan diagnosed as stemming more from the superstitious fear of savages long committed to living with sub-normal peer groups than from the enlightened reasonableness of civilized minds nurtured in the ecology of the post-Enlightenment.
    (B) a warning she and Robert Jordan dismissed as the remnant of some Jungian archetype still viable in the minds of a people very close to the primitive rituals of fertility and harvest.
    (C) a warning she and Robert Jordan took lightly enough, finding it more amusing than frightening.

17. The cold on the mountaintop (A) by militating against the circulatory apparatus of the human body (first accurately described by Sir Wm. Harvey in the 17th century) brought about a fatal freezing condition in the climbers.
    (B) froze the climbers stiff.
    (C) resulted in the climbers becoming victims of being frozen to death following circulatory asthenia.

18. They found the bodies that night (A) and, having ascertained the identity of the victims, mournfully carried them back down the steep cliff, which was to a geologist especially interesting by reason of the limestone outcroppings, apparently dating from early Pleistocene times and showing traces here and there of fossils that suggested the presence at one time of a curious broad-leafed fern, a phenomenon that moved Professor Von Greckle to describe some analogous specimens along the valley of the Amazon.
    (B) and, after identifying them, carried them mournfully back down the steep cliff.
    (C) and, the identification of the victims having been completed, they were carried mournfully back down the steep cliff.

19. A man quarreling with his wife is (A) like a ship on a storm-tossed sea, buffeted by wind, by wave, and by tempest.
    (B) like a dirigible flying in the fog between Berlin and London.
    (C) like a silent derelict floating through the pathless waters of some uncharted sea.

20. Nick Adams, (A) who admired Bach and Beethoven, also liked Mickey Mantle and Sam Huff.
    (B) admired Beethoven and Bach and baseball and football players.
    (C) who admired Bach and Beethoven, also liked baseball and football players.

21. (A) Buffeted by the winds of adversity and lashed by the whip of financial embarrassment, the great writer, desperate, turned to money lenders.
    (B) Buffeted by adversity and lashed by poverty, the great writer turned, desperate, to money lenders.
    (C) Not only buffeted by the bleak winds of financial adversity but also flayed by the stinging whip of unprecedented economic hardship and insolvency, the great writer, desperate, turned to money lenders.

22. If Epicureanism is the pursuit of pleasure, then (A) Stoicism may be defined in the mind of the college student as a quality or state of being concerned with the striving for virtue.
(B) Stoicism is offered to us by definition as a way of life which demands not so much the satisfaction of private pleasures as the commitment to public responsibilities, virtuous and generous public deeds.
(C) Stoicism is the quest for virtue.

23. (A) Boethius was a very great stoic philosopher and achieved a reputation which lasted throughout the Middle Ages, even being translated into English by Geoffrey Chaucer.
(B) Boethius, a very great stoic philosopher, achieved in the Middle Ages a reputation of renown, even being translated into English by Geoffrey Chaucer.
(C) The great stoic philosopher, Boethius, achieved such a reputation during the Middle Ages that his works were even translated into English by Geoffrey Chaucer.

24. The vast debt of Roman civilization to Greece (A) is so enormous as to be overwhelming to the student of ancient history.
(B) overwhelms the student of ancient history.
(C) is very great indeed, as students of ancient history can see.

25. (A) It rained and the picnic was canceled.
(B) Due to rain, the picnic was canceled.
(C) Because of rain, the picnic was canceled.

PART TWO

The Paragraph (Items 26-40)

In items 26-35, you are supposed to reorder the sentences so that they make coherent and well-developed paragraphs. Be sure that your marks on the answer sheet continue to correspond with the numbers on the question sheet. If of the five sentences -- A, B, C, D, or E -- "C" should come first, then your answer should be indicated by filling in the line under C:

A B C D E

Items 26-30

A. Newton's contemporaries came to believe that not only were the secrets of nature discoverable by human reason but that nature herself must be reasonable.
B. According to Newton, the universe was a kind of well-oiled machine which operated according to well-defined laws of mathematical probability.
C. They therefore placed great stress on reason in the realm of art as well as in nature.
D. The result was a poetry and music dominated by wit rather than emotion; an architecture characterized by harmony rather than discord; and a social outlook increasingly marked by humanitarianism rather than indifference to the sufferings of the poor.
E. In the eighteenth century the lives of men were heavily influenced by Isaac Newton's theory about the nature of the universe.

26. Which sentence -- A, B, C, D, or E -- should be placed <u>first</u>?

27. Which sentence -- A, B, C, D, or E -- should be placed <u>second</u>?

28. Which sentence -- A, B, C, D, or E -- should be placed <u>third</u>?

29. Which sentence -- A, B, C, D, or E -- should be placed <u>fourth</u>?

30. Which sentence -- A, B, C, D, or E -- should be placed <u>fifth</u>?

Items 31-35

A. Like poetry and music, modern painting is also maddeningly obscure, mostly because the painter is more interested in capturing essential than superficial truth about what he sees around him.
B. Most modern art reflects the disorder the artist finds in the world he lives in.
C. Similarly modern music is harsh and dissonant because the composer in an industrial age hears only factory whistles and jet engines, not the bucolic peace of the countryside as Beethoven and Mozart heard it.
D. A fragmentary poem like T. S. Eliot's <u>The Wasteland</u> is really a shattered epic, shattered because Eliot would have looked ridiculous writing an epic modelled on the cool certainty of the <u>Iliad</u> or the <u>Aeneid</u>.
E. Consequently the question that comes to mind is how far art can go when it ceases to embody a coherent form? After all, art demands the imposition by the painter, composer, or poet of form on formlessness, of order on disorder, of cosmos on chaos.

31. Which sentence -- A, B, C, D, or E -- should come <u>first</u>?

32. Which sentence -- A, B, C, D, or E -- should come <u>second</u>?

33. Which sentence -- A, B, C, D, or E -- should come <u>third</u>?

34. Which sentence -- A, B, C, D, or E -- should come <u>fourth</u>?

35. Which sentence -- A, B, C, D, or E -- should come <u>fifth</u>?

Items 36-40

Following are five brief paragraphs of five sentences each. In each paragraph, one of the five sentences is less relevant to the paragraph's central meaning than any of the others. Mark on your score sheet, opposite the correct number, whether this is A, B, C, D, or E.

36. (A) Of all the stoic philosophers, I most admire Marcus Aurelius. (B) Caught up in a world of corruption and decay, this Roman emperor steadfastly adhered to his concept of virtue and honor. (C) Strangely enough, at least to us, he saw no conflict between his private ideals and his public obligation to persecute Christians. (D) The beautiful epigrams about duty and honor obscure the harsh fate of thousands who toiled as slaves in his galleys. (E) The Roman galleys, or triremes, plowed the seas between Jerusalem and Athens and Sparta and Spain and Carthage--splendid instruments of Roman policy and surprisingly seaworthy when handled by competent skippers.

37. (A) Boethius, a Roman businessman, was also a stoic. (B) Despite great wealth and high position, he was destined to a terrible fate. (C) The years in prison when he composed the famous De Consolatione (my favorite childhood book) perfectly exemplify the stoic ability to make the mind a fortress invulnerable to the whims of chance or fortune. (D) Most Roman businessmen spent their time in the Coliseum watching lions eat Christians rather than in writing philosophy. (E) Boethius' work assured him immortality; throughout the Middle Ages men everywhere in Europe and in England studied and quoted him.

38. (A) A third Roman stoic was Epictetus. (B) Like so many Roman intellectuals, he was merely a slave who existed only at the pleasure of the ruling class. (C) An enlightened master spared Epictetus the kind of humiliation experienced by Roman actors, who were whipped for poor performances on the stage. (D) Plautus, the great playwright who influenced Shakespeare and other English dramatists, was perhaps himself at one time an actor. (E) I like best of all Epictetus' warning against making a great fuss over what we wear, what we eat, what we drink, what we buy, and I admire his disgust with people who are forever fussing about exercise and the appearance of their bodies.

39. (A) In college our professor warned us against confusing the stoics of Rome with the Stoics of Greece. (B) In Greece "Stoicism," spelled with a capital "S," was a complete philosophical system, boasting a cosmology and an epistomology. (C) In Rome, "stoicism," spelled with a small "s," was largely an ethical system. (D) Christianity became infected with stoic beliefs during the Middle Ages. (E) The stoicism of Henly's "Invictus," for example ("It matters not how strait the gate/ How charged with punishment the scroll/ I am the master of my fate/ I am the captain of my soul"), is of the small "s" variety.

40. (A) In Modern times, (to put it in the current idiom) "any more there ain't many stoics left." (B) Perhaps the absence of stoics on the current scene stems from the lack of corruption in our society, for stoicism has always flourished in corrupt rather than virtuous societies. (C) Suetonius vividly describes the corruption during the later Roman empire, a time when Nero fiddled while Rome burned and when actors playing condemned criminals were actually executed on the stage. (D) The famous playwright Naomi Greckle, who is my good friend, is something of a stoic, especially when reading reviews of her plays by Epicurean critics. (E) I also have a little cat, whose fastidious disdain for my children and friends suggests that stoicism as a way of life has vanished from the world of man but lives on in the world of animals.

Appendix F

WRITING SAMPLE

INSTRUCTIONS: You will write a brief 20-minute essay describing your high school work in English to an imaginary student (a person of your own age and approximate training and experience) in some foreign country, such as India or Finland or Costa Rica. In this essay you will exert every effort to put your command of English composition to the best possible advantage. In evaluating your paper, your instructor will attempt to show you how it stands in relation to the work of other entering freshmen--whether it is in the top, upper-middle, lower-middle, or bottom bracket. Your grade on this paper will be advisory merely; in no way is it designed to establish your abilities so early in the semester.

(PLEASE RETURN THESE INSTRUCTIONS AT THE END OF THE HOUR.)

Appendix G

Theme Assignments

Instructions to Students for Writing Theme I:

Last week you read Sloan Wilson's provocative essay "It's Time to Close our Carnival," pp. 407-413. Tonight you are asked to write a 300-400-word essay in which you describe as carefully and accurately as you can what Mr. Wilson has to say about the United States. Select <u>one</u> of the following kernels for expansion:

Curriculum needs basics.	System chokes incentive.
Diplomas certify nothing.	Education sacrifices quality.

Please note that one of these kernels must serve as the controlling idea of your paper. Of course, you will want to expand the basic kernel considerably.

As you develop the kernel, take the opportunity to comment upon how accurate or inaccurate Mr. Wilson's remarks seem to you, in light of your own reading and experience. Do remember, however, that the Wilson account was written in 1958, nearly a decade ago.

When you have finished the theme, underline and label one example of each of (a) subordinate noun clause, (b) participial phrase modifying the subject, (c) prepositional phrase modifying the verb, and (d) sentence modifier. Use a high percentage of active verbs.

*Alternate Assignment (for the student who cannot remember the Wilson essay!):

Explain and illustrate just what <u>one</u> of the following kernels found in John Fitzgerald Kennedy's "Inaugural Address: 1961" means and what its implications are:

World needs unity.	We undo burdens.
Citizens seek responsibility.	We explore means.

If you choose to write on one of the alternate topics, still follow the procedure above.

Instructions to Students for Writing Theme II:

You have been studying the paragraph, and tonight you are asked to write two of your own from assigned topic sentences. As you write, keep the following general principles clearly in mind:

(1) A unified paragraph has a topic sentence which expresses the central idea of the paragraph.
(2) The topic sentence has within it a controlling idea or operating word to guide the development of the paragraph.
(3) Every sentence in the paragraph bears on the central subject as directed by the controlling idea.
(4) Good paragraphs possess coherence, or arrangement of sentences in a logical order.
(5) To insure coherence in a paragraph, make the relationships among the sentences clear by maintaining a consistent point of view, using parallel grammatical structure, repeating key words and phrases, and using transitional markers.

Choose <u>one</u> topic sentence for the McGinley essay and <u>one</u> topic sentence for the Brogan essay, and develop each into a substantial and significant paragraph (of about 200 words). Underline the topic sentence once; circle the controlling idea; and underline twice one instance each of consistent point of view, parallel grammatical structure, repetition of key words or phrases, and transitional markers.

<u>McGinley</u>

1. Phyllis McGinley's best argument for suburbia as the good life in America lies in her description of the kinds of people that live there.
2. The best argument against suburbia is Phyllis McGinley's description of the kind of people that live there.
3. Phyllis McGinley's description of Spruce Manor's residents hardly fits most suburban developments.
4. Despite Phyllis McGinley's protestations, life in Spruce Manor does seem trivial.
5. Phyllis McGinley's account of life in suburbia reflects a point of view that is feminine to the bone.

<u>Brogan</u>

1. To Denis Brogan the highest function of the university is to initiate young people into a clear conception of what constitutes a life of greatness.
2. To Brogan, American culture would profit from a greater awareness of the influence in American art from abroad.
3. The possibilities for an epic lie in the settlement of the American west.

Instructions to Students for Writing Theme III:

You are asked to write an extended definition of about 500 words of a term closely associated with Plato's dialogues. A list of abstract terms from which you may choose for a topic is below. You must write on one of these terms. Select any one of these terms and assert something about it. For example, "Envy is a disease as much as a sin" or "True courage comes in the willingness to face the daily trials of life with a smile." After making your assertion, support it with specific details and illustrations, keeping in mind at the same time the principles of paragraph unity and coherence and of rigorous logical organization. Avoid making what is simply a laundry list of unsupported generalizations.

The result will be to define your term in one way or another by use of details, illustrations, comparison and contrast (you could, for instance, contrast wisdom with knowledge or courage with foolishness). If you wish, look through your dictionary, but the end result must be stated in your own words. Here are the terms:

prudence	greed	gluttony
courage	friendship	rhetoric
temperance	justice	wisdom
wrath	duty	envy

Approach the term that you select within the limits of your own ability, experience, and perspective. Furthermore, define and illustrate it in such a way that a KU student who has never read the Platonic dialogues can readily understand it.

Write paragraphs of decent length (a minimum of five sentences each); think about effective use of verbs and nouns, and strive for some kind of coherence in paragraphing (specific to general, or general to specific, or climactic order, etc.). Label the method of paragraph development used in at least one paragraph.

Appendix H

23 January 1967

FINAL EXAMINATION
English 1

INSTRUCTIONS

You are asked to write a unified, coherent, and well-developed essay of approximately 400 words on one of the topics listed below. If the topic requires narrowing, you should restrict the discussion. Your writing should display a command of the rhetorical principles you have learned this semester. Be sure that you make adequate reference to The Question of Socrates.

You are allowed to use a dictionary and QOS but no other aids.

BE SURE TO INDICATE THE NUMBER OF THE TOPIC YOU CHOOSE.

TOPICS (choose one):

1. In the Apology Socrates insists upon doing what he believes is right regardless of what the state may say; however, in the Crito he insists on obeying the state even though he believes the state is wrong. Compare these two positions to show whether they are really or only apparently contradictory.

2. Compare and contrast the portraits of Socrates in Aristophanes and Plato with respect to Socrates' attitude toward the gods and the official religion of Athens.

3. In various dialogues Socrates compares himself, or is compared by others, to Daedalus (Euthyphro), Silenus (Symposium), a torpedo fish (Meno), a midwife (Theaetetus), and a gadfly (Apology). Provide a unified analysis of these images which shows what they reveal about Plato's conception of Socrates as a philosopher.

4. Compare and contrast Socrates' attitude toward politics, politicians, and the state as seen in the portraits of two of the following: Plato, Aristophanes, Xenophon.

5. In the Meno Socrates maintains that knowledge is innate; however, in the Apology he claims that he knows nothing. Compare these two positions to show whether they are really or only apparently contradictory.

RETURN THESE INSTRUCTIONS WITH YOUR PAPER.

THE UNIVERSITY OF KANSAS · LAWRENCE, KANSAS · 66044

DEPARTMENT
OF ENGLISH
152 Carruth-O'Leary
913-UN 4-3041

On behalf of the Department of English at the University of Kansas, I should like to offer a few words in explanation of the freshman English program in which your daughter is currently enrolled. This is a pattern that differs in some respects from that followed by the majority of students, and I thought that you might perhaps want to know how and why it is different.

The Department of English believes that it has a responsibility to the University, its students, and its tax-paying supporters to explore every possible technique by which college English might be taught more effectively and more efficiently. Traditionally, students in freshman English meet three times a week with an instructor (often a junior staff member) for discussion of themes and instruction in writing. In recent years, however, an increasing number of entering students have anticipated their first semester of English by completing the appropriate course as offered by The Bureau of Correspondence Study.

Again this fall, a group of students picked entirely at random will be combining these two methods. These students will work out their own assignments in the manner of correspondence study students, but they will have an opportunity to meet once a week with a senior Professor for discussion and questions and answers on the course materials.

We expect that by this somewhat different route we shall reach the same goals we reach in the traditional course. We may, in fact, be able to devote even more attention to the individual student than we normally try to do. We are confident that the students will find this approach both stimulating and profitable, and we are hopeful that it may point the path to even better teaching of English.

These expectations are being shared by my colleagues in the Department of English. On their behalf, I shall be glad to answer any questions you may have about this program.

Cordially,

John R. Willingham

John R. Willingham, Director
Freshman-Sophomore English

JRW:bjg

THE UNIVERSITY OF KANSAS
LAWRENCE, KANSAS 66045

DEPARTMENT OF ENGLISH

Telephone: Area Code 913
UNiversity 4-3041

On behalf of the Department of English at The University of Kansas, I would like to offer a few words in explanation of the freshman English program in which your daughter is currently enrolled. This is a pattern that differs in some respects from that followed by the majority of students, and I thought that you might perhaps want to know how and why it is different.

The Department of English believes that it has a responsibility to the University, its students, and its tax-paying supporters to explore every possible technique by which college English might be taught more effectively and more efficiently. Traditionally, English I places considerable stress on composition, and it is in the second course only that we turn to critical reading of literature. This year, and for the next few years to come, we shall have a few sections of freshman English each year in which this sequence will be reversed. The selection of students for these sections is made on a completely random basis; although the instructional pattern differs from that normally used, students in these sections will by the end of the year have received all the instruction in English normally given to freshmen.

We expect that these special sections will prove challenging and enjoyable to the students involved. The instructors who will be teaching these classes will be in a position to give individual students a high measure of personal attention.

I shall be happy to answer any questions you may have about this program.

Cordially,

John R. Willingham, Director
Freshman-Sophomore English

JRW:mc

Appendix J

Grade Summaries: Fall Semester 1963

COURSE	ENROLLMENT	A no. %	B no. %	C no. %	D no. %	F no. %	I no. %	W/draw (no. only)
1a	294	0	9 3%	80 27.2%	112 38%	76 25.8%	1 .33%	16
1	1433	23 1.6%	373 26%	731 51%	223 15.5%	55 3.8%	4 .27%	24
1c-t	42	2 4.7%	5 11.9%	15 35.7%	7 16.6%	11 26.6%	0	2
1F	9	0	0	2 22%	2 22%	4 44%	0	1 11%
1H	129	67 51.9%	51 39.5%	6 4.6%	1 .78%	0	2 1.55%	2
1x	46	3 6.5%	17 36.9%	20 43.5%	5 10.9%	0	0	1
1a,1,1c-t, 1F,1H,1x	1953	105 5.4%	455 23.2%	854 43.7%	250 12.8%	146 7.5%	7 .36%	46
2	271	12 4.4%	65 24%	129 47.6%	37 13.65%	17 6.3%	3 1.1%	8
2H	20	3 15%	12 60%	3 15%	1 5%	1 5%	0	0
2,2H	291	15 5.2%	72 24.7%	132 45.4%	38 13.1%	18 6.2%	3 1.03%	8
3	1221	36 2.9%	266 21.8%	671 55%	176 14.4%	56 4.6%	2 1.6%	16
4	334	11 3.2%	87 26.05%	151 45.2%	50 15%	27 8.1%	2 .6%	6
3,4	1555	47 3.02%	353 22.7%	822 52.9%	226 14.5%	83 5.3%	4 .0025%	22
1a,1,1c-t, 1F,1H,1x, 2,2H,3,4	3799	167 4.4%	885 23.3%	1808 47.6%	514 13.5%	247 6.5%	14 .37%	76 1.96% of 3875 students originally enrolled

Grade Summaries: Fall Semester 1964

COURSE	ENROLLMENT	A	B	C	D	F	I	W/draw
		no.	no.	no.	no.	no.	no.	no.
1a	120	0	0	30 25%	43 36%	44 37%	0	3 2%
1	1994	41 2%	512 25.6%	1030 51.7%	285 14.3%	87 4.4%	3 0.2%	36 1.8%
1c-t	84	0	26 31%	34 40%	12 14%	8 10%	0	4 5%
1F	27	0	4 15%	11 41%	5 18%	7 26%	0	0
1H	148	39 26.3%	88 59.5%	20 13.5%	0	1 0.7%	0	0
1x	86	6 7%	26 30.2%	36 41.8%	17 19.8%	1 1.2%	0	0
1a,1,1c-t, 1F,1H,1x	2459	86 3.5%	656 26.7%	1161 47.3%	362 14.7%	148 6%	3 0.1%	43 1.7%
2	278	11 3.9%	53 19%	109 39.2%	55 19.8%	41 14.8%	3 1.1%	6 2.2%
2H	45	22 49%	15 33.3%	5 11.1%	0	0	2 4.4%	1 2.2%
2,2H	323	33 10.2%	68 21%	114 35.3%	55 17%	41 12.7%	5 1.6%	7 2.2%
3	1210	29 2.4%	303 25%	690 57%	133 11%	33 2.8%	7 0.6%	15 1.2%
4	342	8 2.3%	72 21%	168 49.1%	68 19.9%	19 5.6%	2 0.6%	5 1.5%
3,4	1552	37 2.4%	375 24.1%	858 55.3%	201 13%	52 3.3%	9 0.6%	20 1.3%
1a,1,1c-t, 1F,1H,1x, 2,2H,3,4	4334	156 3.6%	1099 25.4%	2133 49.2%	618 14.3%	241 5.5%	17 0.4%	70 1.6%

Grade Summaries: Fall Semester 1965

COURSE	ENROLLMENT	A no.	B no.	C no.	D no.	F no.	W no.	W/F no.	I no.
1a	133	0	4 3%	47 35.3%	47 35.3%	30 22.5%	3 2.2%	1 .7%	1 .7%
1	2135	52 2.4%	633 30.1%	1132 53.1%	215 10.1%	58 2.7%	28 1.3%	12 .6%	5 .2%
1c-t	157	1 .6%	46 29.3%	73 46.5%	23 14.6%	12 7.6%	1 .6%	1 .6%	0
1F	42	2 4.8%	23 54.8%	15 35.7%	2 4.8%	0	0	0	0
1H	203	66 32.5%	106 52.2%	24 11.8%	1 .5%	1 .5%	4 2.0%	0	1 .5%
1x	157	9 5.7%	45 28.7%	72 45.8%	21 13.4%	5 3.2%	2 1.3%	1 .6%	2 1.3%
1a,1,1c-t, 1F,1H,1x	2827	130 4.6%	857 30.3%	1363 48.2%	309 10.9%	106 3.7%	38 1.3%	15 .5%	9 .03%
2	339	15 4.4%	91 26.8%	140 41.3%	58 17.1%	23 6.8%	8 2.3%	2 .6%	2 .6%
2H	50	24 48.0%	21 42.0%	3 6.0%	0	0	1 2.0%	0	1 2.0%
2,2H	389	39 10.0%	112 28.8%	143 36.8%	58 14.9%	23 5.9%	9 2.3%	2 .5%	3 .8%
3	911	81 8.9%	322 35.3%	410 45.0%	67 7.3%	7 .8%	19 2.1%	1 .1%	4 .4%
4	207	2 1.0%	41 19.8%	112 54.1%	32 15.4%	11 5.3%	5 2.4%	2 1.0%	2 1.0%
1a,1,1c-t, 1F,1H,1x, 2,2H,3,4	4334	252 5.5%	1332 30.7%	2028 46.8%	466 10.7%	147 3.4%	71 1.4%	20 .5%	18 .4%

Grade Summaries: Fall Semester 1966

COURSE	ENROLLMENT	A	B	C	D	F	W	W/F	I
		no.	no.	no.	no.	no.	no.	no.	no.
1a	115	0	0	19	51	41	3	0	1
				16.5%	44.3%	35.7%	2.6%		.9%
1	2346	60	584	1180	355	126	33	0	8
		2.6%	24.8%	50.4%	15.2%	5.3%	1.4%		.3%
1c-t	160	7	30	81	24	14	4	0	0
		4.4%	18.8%	50.6%	15.0%	8.7%	2.5%		
1F	23	2	4	11	2	4	0	0	0
		8.7%	17.4%	47.8%	8.7%	17.4%			
1H	215	95	99	14	2	3	1	0	1
		44.2%	46.0%	6.5%	.9%	1.4%	.5%		.5%
1x	39	0	10	26	1	2	0	0	0
			25.6%	66.7%	2.6%	5.1%			
1a,1,1c-t, 1F,1H,1x	2898	164	727	1331	435	190	41	0	10
		5.7%	25.1%	46.0%	15.0%	6.5%	1.4%		.3%
2	303	16	84	128	49	18	3	0	5
		5.3%	27.7%	42.2%	16.2%	5.9%	1.0%		1.7%
2H	63	27	26	1	0	3	2	0	4
		42.9%	41.3%	1.5%		4.8%	3.2%		6.3%
2,2H	366	43	110	129	49	21	5	0	9
		11.7%	30.1%	35.2%	13.4%	5.7%	1.4%		2.5%
3	1084	59	377	473	120	30	21	0	4
		5.4%	34.8%	43.6%	11.1%	2.8%	1.9%		.4%
1a,1,1c-t, 1F,1H,1x, 2,2H,3	4348	266	1214	1933	604	241	67	0	23
		6.1%	28.0%	44.5%	13.9%	5.5%	1.5%		.5%